

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2017**

**111 GENERAL STUDIES**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATIONS (ACSEE) 2017**

**111 GENERAL STUDIES**

*Published by*

The National Examinations Council of Tanzania,

P.O. Box 2624,

Dar es salaam, Tanzania

**© The National Examinations Council of Tanzania, 2017**

All rights reserved

## Table of Contents

FOREWORD .....	iv
1.0 INTRODUCTION: .....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION .....	2
2.1 SECTION A .....	2
2.1.1 Question 1: Philosophy .....	2
2.1.2 Question 2: Life Skills.....	5
2.2 SECTION B .....	10
2.2.1 Question 3: International Affairs .....	10
2.2.2 Question 4: International Affairs.....	16
2.3 SECTION C .....	23
2.3.1 Question 5: Democratic Process and Practices .....	23
2.3.2 Question 6: Democratic Process and Practices .....	29
2.4 SECTION D .....	36
2.4.1 Question 7: Science and Technology in Development .....	36
2.4.2 Question 8: Contemporary /Cross-cutting issues-Environmental issues .....	41
3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC ...	47
4.0 CONCLUSION AND RECOMMENDATIONS .....	48
4.1 CONCLUSION.....	48
4.2 RECOMMENDATIONS:.....	49
Appendix.....	50



## FOREWORD

The Candidate Item Response Analysis report (CIRA) on the performance of candidates for Advanced Certificate of Secondary Education Examination (ACSEE), 2017 for General studies subject has been prepared so as to provide feedback to students, teachers, policy makers and other educational stakeholders on the candidates' performance in this subject.

The Advanced Certificate of Secondary Education Examination marks the end of the two years of Advanced Secondary Education. This examination is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and the education delivery system in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the educational system was able or unable to offer to the students in their two years of Advanced Secondary Education.

The report shows the factors for the candidates' good/poor performance in General Studies by using statistical data on the candidates' scores for individual question and the candidates' responses. Besides that, sampled extracts from the candidates' scripts have been inserted to illustrate the quality of the responses.

One of the most important observations of the ACSEE 2017 Candidates Items Response Analysis Report (CIRA) is the candidates' insufficient knowledge of some topics from which questions were set. It is high time teachers and students alike to rearrange their teaching and learning strategies for better performance in future examinations administered by the National Examinations Council.

The Council expects that the feedback provided and the suggested recommendations in the conclusion of this report will enable various stakeholders responsible for education to take appropriate measures to enhance the performance of the students in General Studies.

Finally, the Council would like to thank the Examination Officers, Subject examiners and all individuals who participated in the preparation and processing of the data used in this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION:

This report analyses the performance of candidates in General Studies for the Advanced Certificate of Secondary Education Examination (ACSEE) in 2017. The General Studies Examination covered the syllabus and conformed to the Examination format.

This paper had 8 questions, distributed in four sections namely A, B, C and D. The candidates were required to answer five questions by choosing one question from each section and one question from any section. All the questions were essay-type and each question carried 20 marks.

The candidates who sat for the 2017 Advanced Certificate of Secondary Education Examination (ACSEE) in General Studies Examination were 63,055 out of which 39,802 (63.70%) passed while in 2016 a total of 64,858 sat for the same examination, out of which 46,202 (71.24%) passed. This indicates that the performance of the candidates has declined by 7.54 percent. The performance of candidates in various grades is summarized in table 1

SEX	GRADES							PASSED	
	A	B	C	D	E	S	F	NO	%
M	0	0	11	954	11149	10730	15273	22854	59.94
F	0	0	30	1218	8905	6795	7404	16948	69.60
<b>TOTAL</b>	0	0	41	2182	20054	17525	22677	39802	63.70

The analysis of individual questions is presented in the various sections by highlighting the requirements of each question and the analysis of the strengths and weaknesses of candidates' responses. Extracts of the candidates' responses are inserted to illustrate some of the cases presented.

Three scores categories have been used for convenience of analysis of the candidates performance in each question, whereby scores ranging from 0 to 34 marks is referred to as a weak performance, 35 to 59 marks is average and 60 to 100 marks is good performance. The candidates' performance in these categories is represented by colours, where the green colour has been used to show topics with good performance, the yellow to topics with average performance and the red colour shows topics with weak performance.

It is expected that the report will be useful to stakeholders, particularly the students, subject teachers and parents to improve the teaching and learning of

General Studies so as to minimize the students' misconceptions on some of the topics.

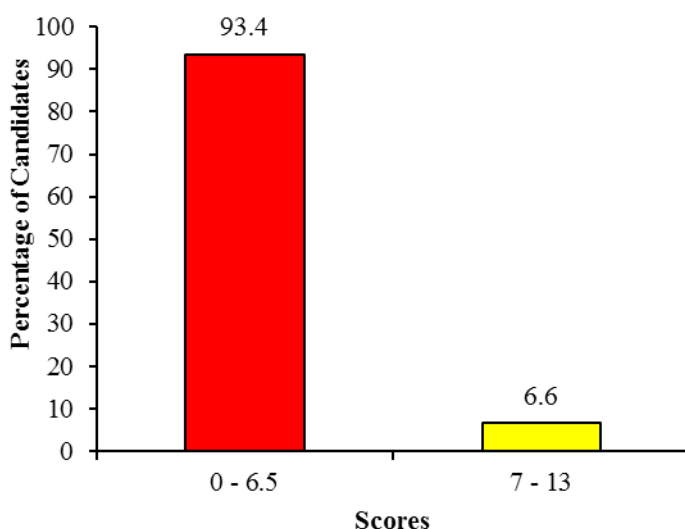
## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

This section analyses the performance of candidates in each question by indicating the number of candidates who attempted each question and explaining the quality of their responses and the various score groupings identified in the analysis.

### 2.1 SECTION A

#### 2.1.1 Question 1: Philosophy

The question instructed the candidates to explain six major principles of Nyerere's Ujamaa Philosophy. The question proved to be challenging to 24,708 (39.4%) of the candidates, who attempted this question as 93.4 percent scored from 0 to 6.5 marks of which, 13.1 scored a 0 mark. A few candidates (6.6%) scored from 7 to 13 marks and only 9 candidates were able to score from 12 to 13 marks out of the 20 allocated marks for this question. The candidates' performance is summarized in **Figure 1**.



**Figure 1: The performance of the candidates for question 1**

The analysis of the candidates' responses who scored a 0 mark suggests that, the candidates were not able to make a distinction between principles of the

Nyerere's Ujamaa philosophy and the various policies which were put in place to implement the philosophy. As the result, some of the candidates misinterpreted the demands of the question by describing implementation of self-reliance policy. Other candidates explained the reasons for establishment of Ujamaa Villages such as provision of health services, provision of education, provision of security in the society and establishment of transport and communication system. Moreover, other candidates provided a mixture of irrelevant responses relating to socialism such as *human dignity, socialist state should consist of workers; a socialist economy should be governed by agriculture and not finance*, while others went astray by explaining aspects or components of the policy of education for self-reliance in Tanzania. Above all, an inadequate English language skill was another salient feature of the candidates' responses. Extract 1.1 is the sample of a poor response from a candidate who went astray.

**Extract 1.1**

1. Nyerere's Ujamaa Philosophy based most on education. It is because most of Tanzanians are uneducated. The principles of his philosophy are as following.

Racial difference in school should be abolished. On Ujamaa philosophy every one have ~~the~~ right and not special one. This was succeeded because the racial difference were abolished.

Education for adults. Both people should get education and thus he establish the education for the adult which are not get the education before.

High education. People engaging in higher education as he wants development for his people. For example presence of institution, collage and universities.

Tools. Using of tools in school are also principle of Nyerere Ujamaa philosophy. People enable to make tools and making tools the knowlegde available.

Primary education <del>about</del> estab-
lished for all children that
reach seven years. It is because
in his philosophy, people must
get education. Forexample the
primary education are free for
both.
The opinion is to keep forward
on how Nyerere said in his
Ujamaa Philosophy.

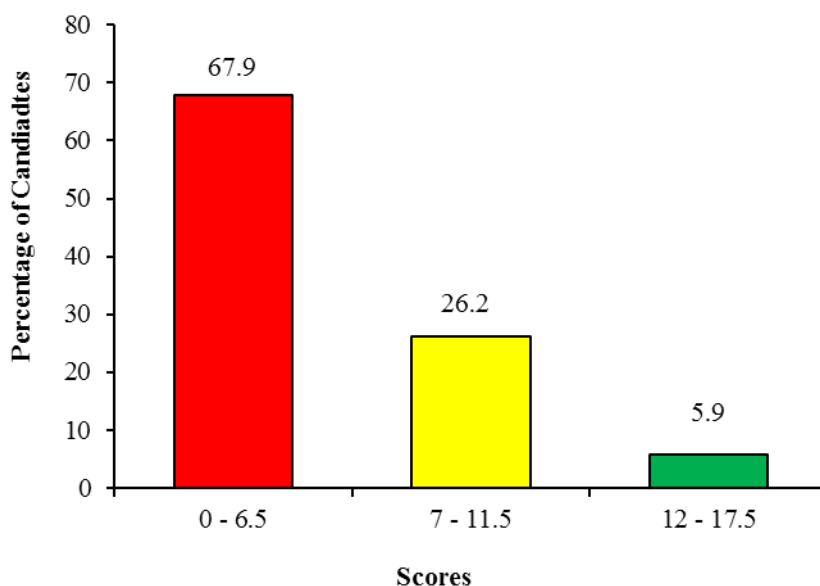
Extract 1.1 is a sample of a poor response from a script of a candidate who argued that Nyerere's Ujamaa philosophy was based on education.

Additionally, the candidates who scored from 1 to 6.5 marks could not precisely focus on the demands of the question as they outlined few relevant points with irrelevant introduction, conclusion and repetition of points characterizing their responses, coupled with inadequate English Language skills. All in all, the below average scores are indicative of the candidates' lack of knowledge of the subject matter.

On the other hand, the few (6.6%) candidates who scored from 7 to 13 marks demonstrated a relatively adequate knowledge of the major principles of Nyerere's Ujamaa philosophy. Some of the major principles of Nyerere's Ujamaa philosophy which featured in their responses include; *absence of exploitation, collective ownership of the major means of production, existence of democracy and belief in the fundamental equality of all people*. Nevertheless, they could not score higher marks because of inadequate elaboration of all the required number of points and repetitions. Only 9 candidates were able to score from 12 to 13 marks, which were the highest scores for the candidates in this question. On the whole, this question was attempted by a few candidates and the performance was dismally poor. Teachers are encouraged to put more effort in their teaching and learning strategy of this topic, to reverse the downward trend performance of the candidates which has been experienced for two consecutive years.

### 2.1.2 Question 2: Life Skills

The question instructed the candidates to use six points to show how different life skills can enable an individual person solve his/her social and economic challenges in a society. The question was attempted by 39,402 (62.8%) and the performance was as follows: 67.9 percent of the candidates scored from 0 to 6.5 marks, 26.2 percent scored from 7 to 11.5 marks and only 5.9 percent scored from 12 to 17.5 marks of the 20 marks allocated for this question. Generally, the performance was weak as only 32.1 percent of the candidates were in the score range of 7 to 17.5 marks. The candidates' performance is summarized in **Figure 2**.



**Figure 2: The candidates' performance in question 2**

The candidates who scored a 0 mark (4.8%) lacked knowledge of different life skills, hence provided a series of irrelevant responses such as solving problems by *reading different books, consulting the expert and guidance and counselling*. Others misinterpreted the question to mean technical skills like; *knowledge of building, knowledge of drawing, skills of carpenter, life skills of fishing and life skills of tailor*. Besides that, one candidate for example, discussed advantages of life skills such as *providing employment to people, it is the source of unity, reduces poverty, it promotes social services and it provides peace and love*. On the other hand, one candidate cited *dancing music, getting sleep and watching games* as the life skills. Another notable

weakness was the candidates' inability to construct grammatically correct sentences hence leading to unclear, meaningless or incorrect arguments. Extract 2.1 is a sample of an irrelevant response of a candidate.

### Extract 2.1

2. Life skills can enable an individual person to solve his or her social and economic challenges in a society as follows.

By identifying problem. Through identification of a problem a person can be able to formulate ways and solve it example the problem of mass unemployment in Tanzania.

By formulating hypothesis. This is a tentative answer in a given solution which may be true or false. Through guessing an answer to a problem a person can be able to solve economic and challenges in social aspect.

Through experimentation. A person in a society can try to do an experiment about

2 his or her challenges economically and socially so that can be able to get facts or the best solution towards a problem.

Data interpretation and data analysis which may help an individual person to solve his/her social and economic challenges due to fact that may interpret data and analysis them in a simple way of understanding.

By collecting and recording data so that can be easy to be aware about what has been collected, is clear and understandable to himself or herself so that to be recorded in form of table, charts or graphs.

Draw a conclusion: An individual person now can draw a conclusion about what has been researched about economic and social challenges in the society.

So through life skills, an individual person can now be able to solve his or her economic and social challenges in a society.

Extract 2.1 is a sample of a poor response of a candidate who went astray by pointing out stages of conducting research.

Likewise, the candidates who scored from 1 to 6.5 marks did not have adequate knowledge of the subject matter. Hence, their responses were characterized by a mixture of correct and incorrect responses. Some of them could not observe essay writing rules while others provided a skeleton of points. Due to inadequate knowledge of the topic, some of the candidates' paid more attention to one aspect of life skills such as problem-solving techniques and ignored other important aspects of life skills which could have enabled them to score higher marks. Other candidates provided a mixture of stages in problem-solving techniques and stages of conducting research such as *problem identifications, formulating hypothesis, data interpretation, mediation and finding alternative solutions and choosing the best solutions out of many solutions*.

Furthermore, the candidates who scored from 7 to 11.5 marks (26.2%) demonstrated a relatively good knowledge of the different life skills but they lacked exhaustive elaborations of the required points and above all, repetition of some of the points characterized their responses. One candidate for example, provided a sketchy description of empathy as *the way people have changed according to the situation in order to help another one to be with peace*, but he/she failed to elaborate how empathy can enable an individual solve his/her social and economic challenges.

On the other hand, some few (5.9%) candidates were able to score from 12 to 17.5 marks because they focused more on the demands of the question. Such candidates were able to identify life skills such as *negotiation skills, peer resistance, empathy, forming positive relationship, assertiveness, critical thinking, effective communication, creative thinking, self-reliance and self-awareness skills*, and how such skills can enable an individual person to solve his/her social and economic challenges in a society. The candidates were also able to provide a good introduction and conclusion, coupled with coherent presentation of arguments. Extract 2.2 is the sample of a good response from the script of a candidate.



## Extract 2.2

2. Life skills refers to the skills which enables an individual to live well in the society. These skills can be divided into two parts which are Personal or Individual skills and Interpersonal or social skills. These skills are very important for everyone since they promote good living in the society. Life skills can enable an individual person solve his/her social and economic challenges in a society, and this can be supported through looking the following skills.

Negotiation skills; These are the skills which can be found among the social skills. These skills are very important and helpful since they assist an individual to agree on a certain issue or decision without compromising or going against the second party. Therefore, such skills help individuals to be able to make choices and find solutions about various issues which have been very crucial. Negotiation skills also help an individual to develop good relationships with the second part (another person) when decisions are made without going against one's principles. Thus, they help to solve conflicts in the society.

Peer resistance; These are skills which enable individuals to be able to stay away from negative influences which are as a result of friends, relatives, neighbours. These skills enable an individual person to be aware of the bad company or good company available which will help in reducing risky behaviours. Through peer resistance skills, an individual is able to stay away from bad company which involves in risky behaviours for example drinking alcohol, prostitution, murder, drug abuse.

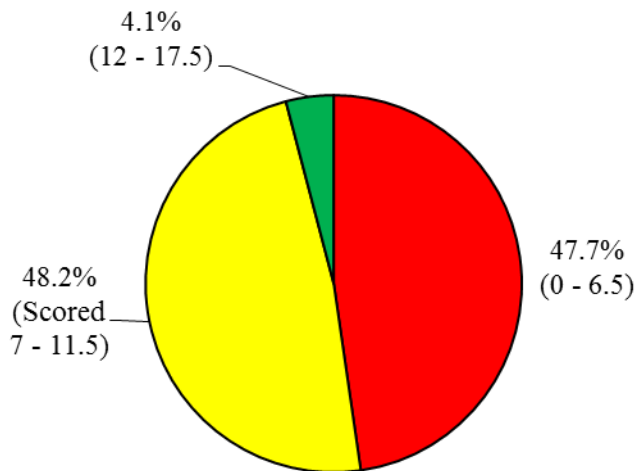
	<p>Empathy; These are skills which enables individuals to feel concerned about other people's problems. These skills are very important, because they help an individual to be able to feel concerned about other people's problem and help them. This helps to reduce poverty in the country, since that many individuals who experience bad economic condition will be assisted with and example food, shelter, clothes, and other social services.</p> <p>Forming positive relationship; Through this skills individuals are able to form relationships which are very beneficial to their lives. Such relationship enables individuals to share ideas, happiness, development matters which such relationship is fruitful and helps individuals to be successful in solving their economic problems and social through interaction with different people who have positive attitude and avoiding conflicts.</p> <p>Assertiveness; These are the personal skills which helps an individual to know him or herself, what he/she needs and to take necessary steps in achieving it. Assertiveness skills enables individual to accomplish their goals, to know their mistakes, also enables individuals to develop positive attitude towards development. Assertiveness helps individuals to be able to solve challenges such as failure, disappointments.</p> <p>Self awareness; These refers to skills which enables individuals to know more about themselves. These skills helps individuals to solve social and economic which may have occurred. Self awareness enables individuals to avoid risky behaviours such as prostitution, drunkenness, bad company and so on, since that they have</p>
--	---

Extract 2.2 is the sample of a good response from a script of a candidate who was able to show different life skills such as: negotiation skills, empathy, peer resistance, positive relationship, assertiveness and self-awareness.

## 2.2 SECTION B

### 2.2.1 Question 3: International Affairs

The question instructed the candidates to examine six challenges facing COMESA in achieving its objectives in Africa. The question was attempted by 45,540 (72.6%) candidates of which, 47.7 percent scored from 0 to 6.5 marks, 48.2 percent scored from 7 to 11.5 marks and only 4.1 percent scored from 12 to 17.5 marks. Generally, the performance was average as 52.3 percent of the candidates were in the score ranges of 7 to 17.5 marks. The performance of the candidates is summarized in **Figure 3**.



**Figure 3: The candidates' performance in question 3**

The candidates who scored a 0 mark (1.0%) failed to identify the demands of the question by pointing out the objectives of COMESA such as free market economy, free movement of people, development of transport and communication and environmental conservation instead of challenges facing COMESA in achieving its objectives in Africa. One candidate explained different advantages of COMESA, to include; *it accelerate employment opportunities, it foster international cooperation, it promote countries development and facilitate environmental conservation*. Additionally, another candidate in this category explained *existence of corruption, high illiteracy rate, environmental degradation, irresponsible leadership and high population growth*, as challenges facing COMESA. Extract 3.1 is a sample of an irrelevant response from the script of a candidate.

### Extract 3.1

3. COMESA is an organization started in African countries where it is stated as a common organization members of South Africa. South Africa was among member states countries of COMESA in such a way that the main objective was to bring up African countries together in development of some trading activities were conducted together this accelerated with among members in Africa where they shared the currency so as to make trade beneficial to all member countries.

The following are achievements of COMESA.

- Improvement of transport and communication systems this was influenced by trading activities where air transport was improved so as to allow easy transportation of manufactured goods to market places.

3. It accelerated employment opportunities among members in many sectors. This is where by most of the people became traders, to such a level that they were employed, which accelerated them to earn good living standards. It facilitated international cooperation and recognition where by member countries were known internationally due to the fact that trade was a main activity hence this accelerated countries to be known world wide due to trading activities hence this is an achievement. Promoted country's development where all member countries benefited from the organization as trade was conducted at a serious rate hence it brought about African development. It facilitated improvement in technological skills where countries were ready to learn from each other this means that the new technology which was to one country spread to other member countries leading to advancement in technology hence this is an achievement. It facilitated environmental conservation and management where traders became well used to safe environments this in turn reduced eruption of diseases example cholera and diarrhoea hence this is an achievement. In general COMESA has improved living standards of people however some did not benefit due to lack of important skills on how to handle and achieve goals on an organization.

Extract 3.1 is the sample of a response from a script of a candidate who discussed advantages of COMESA, contrary to the demands of the question.

Likewise, the candidates who scored from 1 to 6.5 marks (47.7%) had superficial knowledge of the subject matter as evidenced by the poor quality of their essays manifested through a mixture of correct and incorrect points, lack of elaborations and failure to observe essay-writing skills. One of the candidates for example, mixed challenges facing COMESA, such as language problems, political instability with causes of political instability like dictatorship, and conflict between leaders. Besides that, repetition of some points was equally another drawback to some of the candidates' performance. Such points include political instability and existences of civil wars. Above all, inadequate English language skills adversely affected the candidates' performance.

On the other hand, a moderate number of candidates (48.2%) scored from 7 to 11.5 marks, which is an indication that they had a relatively adequate mastery of the subject matter and good organizational skills, in terms of adhering to essay-writing rules and providing a relevant introduction and conclusion. They were able to provide some relevant points on the challenges facing COMESA in achieving its objectives in Africa, like lack of common currency, nationalism and environmental hazards such as floods and hunger. However, they could not score higher marks because of repetitions, inability to exhaust all the required points and lack of comprehensive elaborations for some of the points.

However, a few candidates (4.1%) were able to score from 12 to 17.5 marks. This category of candidates was more focused in tackling the question. They were able to give a relevant background information concerning COMESA such as its origin, membership and the founding date. Secondly, they examined the challenges facing COMESA such as *language problems, political instability, existence of heavy debt burden, lack of common currency, diseases and nationalism*. Additionally, a good number of candidates in this category were able to write coherent English sentences and good organizational skills. Nevertheless, scores of candidates in this category varied depending on the quality of essay for each individual candidate. Actually, only one candidate in this category scored 17.5 marks. Extract 3.2 is an illustration of a good candidate's response.

### Extract 3.2

3.	<p>COMESA This is an integrated economic organization that was formed in 1993 to replace the Preferential Trade Act (PTA). The member states are the countries of Eastern Africa and Southern Africa. The headquarters are in Zambia. The aim of COMESA is to unify the member states so as they can achieve their goals. Despite the aims of COMESA it has experienced a lot of challenges. The following are the challenges of COMESA in achieving its goals.</p> <p>The problem of language; Language has been the problem facing COMESA. This is due to the existence of several languages such as Kiswahili, French and English. Due to the difference of languages among the member states, the implementation of their goals has become difficult.</p> <p>Nationalism; This is also the problem facing COMESA. The leaders of COMESA have been giving priority to their countries, leaving others aside, due to such a problem implementation of objectives has become difficult due to favouritism.</p> <p>The existence of Neo-colonialism; Also this is the problem facing COMESA in achieving its objectives. The external powers have dominated Africa indirectly in the form of Neo-colonialism, due to that external force they force the COMESA in some issues such as politics, economy and socially, so this becomes a challenge.</p>
----	--

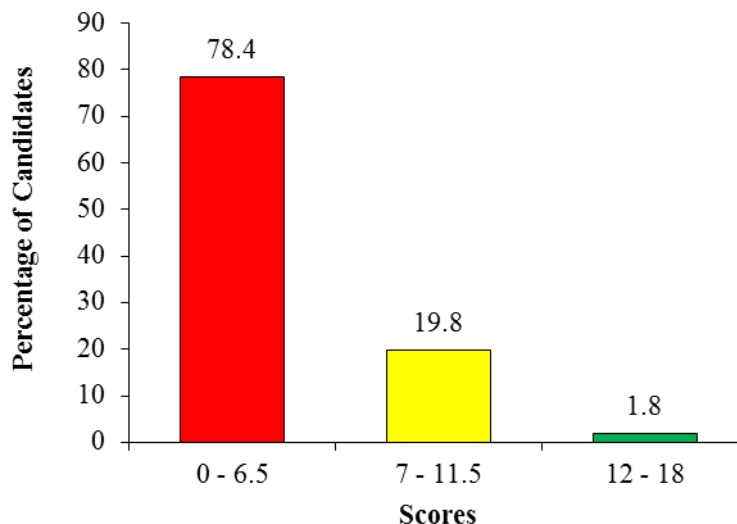
3. The high debts and dependence economy; Most of the member states, they experience high burden of debts that they acquire from external countries and also they have dependence economy. Due to that countries fail to implement the policy that COMESA has settled.
- Lack of common currency; Also this is another challenge that face COMESA in achieving its objectives. The member states has different currencies in terms of values. For example South Africa use Rand while Kenya use Shilling, due to that implementation or achievement becomes very difficult.
- Existence of dangerous disease such as HIV/AIDS, Malaria and other pandemic diseases. Also this is the challenge that led to the backwardness of COMESA in achieving its objectives. Due to the existence of such diseases huge capital is used to prevent and to cure leading to the decrease of budget.
- Generally; COMESA although it face some challenges but it has achieved in uniting of the member states, promotion of development in rural and urban areas, increasing the rate of development in politics and many others that could be sayed here, due to that the member states have been benefiting in several sectors such as trade and so on.

Extract 3.2 is a good response from the script of a candidate who was able to explain the challenges facing COMESA such as political instability, diseases, nationalism, Language problems and existence of heavy burdens of debt.



### 2.2.2 Question 4: International Affairs

The question instructed the candidates to explain six principles of Tanzania's foreign policy. The question was attempted by 25,414 (40.5%) candidates and the performance was dismally poor as 78.4 percent of the candidates scored from 0 to 6.5 marks (below average score category), 19.8 percent scored from 7 to 11.5 marks and only 1.8 percent were able to score from 12 to 18 marks. The candidates' performance is summarized in **Figure 4**.



**Figure 4: The performance of the candidates in question 4**

The concept of foreign policy proved elusive to the candidates who scored a 0 mark (8.4%) as manifested by a diversity of irrelevant responses. One candidate for example, defined foreign policy as *the policy which is used by Tanzania government for different functions. The foreign policy which started at 2015 by the new President which is "HAPA KAZI TU" which means each people of Tanzania should make job.....* Another candidate erroneously defined foreign policy as, *the policy which introduced from external country and become adopted to the internal country to be applicable for example policy of multipartism is the foreign policy and become useful in Tanzania.* Other candidates associated the principles of Tanzania's foreign policy with principles of democracy like *free and fair election, rule of law and good governance.* Similarly, one candidate explained the principles of foreign policy as *provision of free education to all people, the government stimulated the growth of industries, reduce excessive corruption, also reduce non-employers*

*the programme of checking certificates for those employed in the government.* Other candidates pointed out the requirements and conditions for foreigners (i.e. non Tanzanian citizens) to enter and stay in the country like; *any foreigner from other country should enter in the country legally, should agree to follow the rules of Tanzania's government, should have 21 years and above, should not allowed to vote and should pay bills (taxes), foreigner required to discipline avoid involve in crimes, must be come for a certain activities.* Inadequate English Language skills was also another defining feature of the candidates' responses. Extract 4.1 is the sample of a poor response from the script of a candidate.

#### Extract 4.1

4 Tanzania policy is the policy which used by Tanzania government for different function. The foreign-policy which started at 2015 by the new president which say the state that "HAPA KAZI TU!" which means each people of Tanzania should make job & no one who become lessness, so due to having this policy have principle used to stimulate that policy <sup>are</sup> ~~forester~~ provision of education to all people especially Ordinary level. The education was mobilized due to that policy which make all Tanzania young to get education free from the country. Therefore due to foreign policy may ~~create~~ reduce the number of ignorance in the nation.

Also the government are stimulated the growth of Industries in Tanzania. Due to the presence of new policy it stimulate the development of industries. Britance due to say that the government is for Industries it create the industries to be back to the country for more gain of income to the country.

Also reduce the non-employer's! The program of Cheaking Certificate for those who employed it reduce a lot of number who ~~are~~ were non-work's to our country, so their policy is stimulate the equal right to every body.

Also reduce the high excessive corruption! the people where corrupted in order to get a job but ~~be~~ now say for those who have the certificate and are qualified are getting job. So it reduce the excessive for corruption of among of the leader in the government.

Also provision of social services equally: The social services now day are given equal, because even ~~but~~ a person who have no money should served in different aspects. So the especially in health the equal are backup.

Also mobilize the people for working hard. The policy which say that "HAPA KAZI TU!" Means any one should work in order to get their good living condition and not depend on the employment opportunity. Therefore through that ~~see~~ the people are working hard for their private gain and when collect tax they increase the National income for another purposes.

All in all; The government due to their policy are make the growth of Tanzania in economic and also in transport system. For example the president are buy in the airport aeroplane and cause the increase in nation income. Therefore should All Tanzania to work hard for more developed of Tanzania economic and development.

Extract 4.1 is the sample of a response from a candidate who went astray by discussing the current government slogan HAPA KAZI TU as the cornerstone of Tanzania's foreign policy.

Likewise, a sizable number of candidates (70%) scored from 1 to 6.5 marks. Such a low score presuppose lack of adequate knowledge of Tanzania's foreign policy, manifested through failure to exhaust the required points and lack of clarity. Lack of organizational skills in terms of adhering to essay - writing format and lack of plausible introduction and conclusion was also noted in this category of candidates. Nevertheless, some of them superficially pointed out the principles of Tanzania's foreign policy such as promotion of good neighbourliness, sovereignty, promotion of African unity and defence of freedom.

Furthermore, the candidates with scores ranging from 7 to 11.5 marks were few (19.8%). This category of candidates had a relatively adequate knowledge of the subject matter, with sufficient English language skills and good essay organization, in terms of adhering to essay rules. However, they could not score higher marks due to failure to exhaust all the required points and inadequate elaborations.

On the other hand, very few (1.8%) candidates scored good marks (from 12 to 18 marks). The candidates in this category were familiar with the concept of foreign policy hence being in a better place to delineate the principles of Tanzania's foreign policy. For example, one of the candidates mentioned *defence of freedom, promotion of good neighbourliness, promotion of African unity, support of the United Nations and sovereignty as principles of Tanzania's foreign policy*. Besides that, the candidates provided coherent arguments and good organizational skills in terms of a relevant introduction and conclusion. Extract 4.2 is a sample of a good response from the script of the candidate.

## Extract 4.2

4. Tanzania's foreign policy refers to principles and systems established by Tanzania government in order to promote social, political and economic relation with other countries. Tanzania is a country with with developed bilateral and multilateral relation. The implementation of Tanzania foreign policy is much concerning the diplomats (ambassadors) and ministry of foreign affairs. In which ambassadors represent Tanzania in abroad through the principles of foreign policy. The following are principles of Tanzania's foreign policy.

Safeguard of the national sovereignty, territorial and political independence. The main aim of foreign policy is to promote good relation without deserting the national independence as it guards and protect the national bouders and looking for the political independence without interfere from other external powers.

Promotion of freedom, justice, human rights and democracy as one of the role of foreign policy of Tanzania by enhancing equality, freedom, justice with the umbrella of democracy, by doing this the policy promote and protect human rights and freedom of the people together with good integration.

Ensure the good neighbourliness, this is by enhancing good bilateral and multilateral relation under different economic and political integration. Example SADC, EAC and COMESA. It involve the protection of bouders to

4. avoid neighbouring conflicts and enhancing good and protected neighbourliness. Good relation with neighbour countries like Kenya, Uganda, Malawi and Burundi.

Encourage and support African unity, Tanzania as a member of AU, is required to protect and support the unity of South Africa by enhancing good governance, participating in African development programmes and serve the interest of the Africa unity as fulfillment of Tanzania foreign policy.

Encouraging United Nations in promoting economic development and maintenance of the world peace. Tanzania under its foreign policy is responsible of supporting UN in economic prosperity projects, settlement of disputes to maintain the world peace and good relation. Example Tanzania under President ~~Tukwa~~ J. Kikwete settled the conflicts in Kenya.

Promotion of support to Non Aligned Movement (NAM) as an organization formed by South-South countries consist of African countries and Asian countries during cold war era 1955. Tanzania under its foreign policy required to support NAM and development of third world countries, i.e South-South movement.

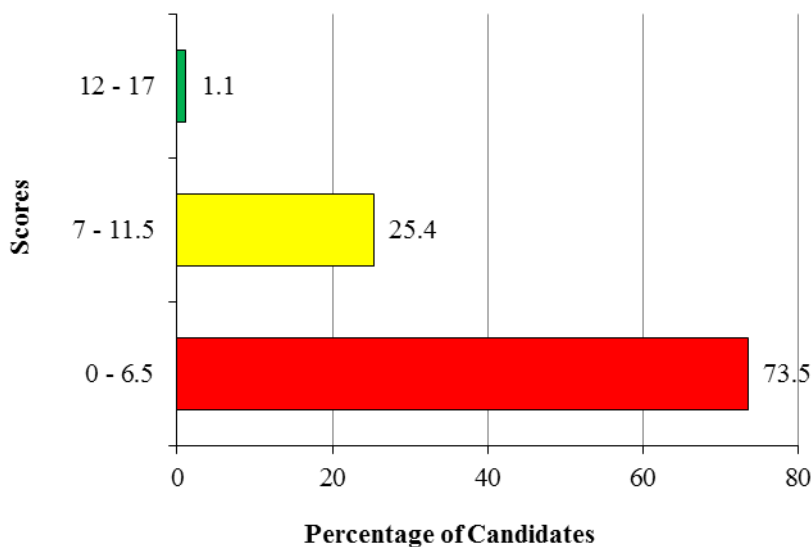
In summary, Tanzania foreign policy leads into good social, political and economic relations among countries. Example China and Tanzania, Finland and Germany also economic regional/organisations.

Extract 4:2 is a sample of a good response. The candidate was able to explain the principles of Tanzania's foreign policy.

## 2.3 SECTION C

### 2.3.1 Question 5: Democratic Process and Practices

The question instructed the candidates to assess in six points how human right abuse is experienced in Tanzania. The question was attempted by 44,821 (71.5%) candidates and the performance was dismally poor as, 73.5 percent scored from 0 to 6.5 marks, 25.4 percent scored from 7 to 11.5 marks and only 1.1 percent scored from 12 to 17 marks. The candidates' performance is summarized in **Figure 5**.



**Figure 5: The candidates' performance in question 5**

The candidates who scored a 0 mark failed to identify the demands of the question and others lacked knowledge of the subject matter. For example, one of the candidates who deviated from the demands of the question pointed out the causes of corruption such as *provision of low salaries, lack of motivation and poverty* as forms of human rights abuse in Tanzania. Another candidate went astray by discussing the impact of human rights abuses as *conflicts between people and the government, political instability resulting from political conflicts between political parties, it leads to death of people because people's rights are not observed, spread of diseases example HIV/AIDS after being raped, abuse of human rights may lead to presence of terrorism and it leads to gender discrimination*. Similarly, other misconceptions of human rights abuses were noted, whereby a candidate discussed the advantages of human rights as *it promote peace and unity, promote democracy, promote national economy and promote employment*.



Other interesting responses were put forward by one candidate who associated occurrence of social problems with human rights abuses. Such social problems include, *corruption, unemployment, drug abuse, increase of prostitution, increase of robbery, lack of education which leads to problem of street children*. All these evils according to him/her are due to lack of basic needs which is a human rights abuse. In addition to that, the problem was aggravated by inadequate English language skills.

Likewise, the candidates whose scores ranged from 1 to 6.5 marks lacked focus on the demands of the question. Some of them paid more attention to the negative socio cultural practices in our society such as female genital mutilation, wife inheritance, early marriage and forced marriages, bride price and wife beating. Consequently, they could not score higher marks because they omitted other important points. Actually, all the negative socio-cultural factors were embodied in one point. Furthermore, some of them outlined a mixture of correct and incorrect points on how human rights abuse is experienced in Tanzania without bothering to organize an introduction or conclusion. Extract 5.1 is a sample of an irrelevant response from the script of a candidate.

## Extract 5.1

5 Human right abuse is the misuse of power for private gain.  
Human right abuse is most challenge occur in Tanzania where by majority of leaders use their power to undermine their citizens. The following is how human right abuse is experienced in Tanzania.

Provision of low salaries to the workers, this make the worker to be hunger while working much and gaining low salary thus involving in corruption process.

Also, Willingness of people, this occur where the peoples are willingly to be abused since they have their need with something. For example have a patient or sick will willing pay a bribe so as to get a chance to enter to a doctor. Thus is experienced.

Absence of heavy punishment to the human right abusers. Absence of punishment lead / enhance much on abuse of human right since they know they are free no one will be punished. Thus is mostly experienced.

Lack of motivation <sup>to worker</sup> is another source which experience human right abuse since workers are not motivated. They work hard without paid anything thus will decide to abuse human right and hence is experienced.

Bad administration, human right abuse is experience by bad leadership. The leader we choose are not accountable. They only want powers for their benefits not considering citizens rights.

5	Finally poverty is another way of experiencing human right abuse. Most of Tanzanians are poverty so in order to get basic need are decided to abuse right of other to achieve basic needs.
	therefore In Tanzania the above is how human right abuse is experienced.

Extract 5.1 is the sample of a response from a candidate who discussed causes of corruption like low salaries, lack of motivation, bad administration and poverty contrary to the demands of the question.

On the other hand, the candidates who scored from 7 to 11.5 marks demonstrated a relatively adequate knowledge of the subject matter and had a better focus on the demands of the question. However, they could not score higher marks because some of the candidates in this category paid more attention to issues concerning women's oppression such as wife inheritance, bride price, female genital mutilations and discriminations in decision making, which rendered most of their points as repetitions.

The few (1.1%) candidates who scored from 12 to 17 marks had sufficient knowledge of human rights abuses experienced in Tanzania. Such a good performance was possible probably because the question called for practical experience of human rights abuses in Tanzania, in which case, well informed candidates were able to transfer their daily life experience to address the demands of the question hence being in a better position to score higher marks. They were able to assess various forms of human rights abuse in Tanzania by pointing out the killing of albinos, forced and early marriages, child labour, mob justice, cruelty against children, extra-judicial killings, discriminations of people living with HIV/AIDS, corruption and women trafficking. Besides that, organization skills and coherent English sentences was another attribute to their good performance. Extract 5.2 is a sample of a good response from the script of a candidate.

## Extract 5.2

5. Human rights are the fundamental rights that all human beings are born with. According to the Universal Declaration of Human Rights which was formed in 1948, man is by virtue free from all kinds of torture and slavery from the other and everyone is equal before the law. This is of no importance than the other. The declaration mentions some human rights such as the right to life and property ownership, freedom of worship and association in countries. Tanzania, is one among countries that experience human rights abuse through the following ways:

Killing of albinos. In Tanzania, the people who are lacking skin colour pigment commonly known as Albinos are severely killed. This is due to superstitious beliefs that when you take an Albinos part of the body to a witchdoctor a person will get rich, rich than usual or when you dip an Albinos part in a mine, numerous minerals will erupt. This is experienced mostly in the interior of Tanzania in regions such as Shinyanga and there human rights abuse.

Child labour to little ones in the community. In Tanzania is where you will find a kid of age five and above who is supposed to be at school but he or she is busy doing works for obtaining a little wage for his or her survival. Example, on areas where they do quarrying of rocks such as Chunya is where you will find boys and girls carrying heavy stones on their heads to the areas where they have to be broken down. This is a human rights abuse since children need to be educated in schools.

5. Killing of women with red eyes. In Tanzania women with red eyes who are subjected to heavy smoke in the kitchen through cooking with firewood are killed mercilessly under the wrong notion that they are witches that is why their eyes are turning red. This may be experienced in regions such as Dodoma in the rural areas where many elderly women are completely burnt with fire and their houses by claiming that they are witches, thus human rights abuse.

Mob violence. In Tanzania, a number of people are put to arrest and torture before any legal proceeding. Example, when one is caught as a thief in the streets, before him or her being taken to the police for questioning, he or she is put under the custody of the angry mob who either stone him to death or look for a vehicle tire and keruena and burn the victim to death. Such actions may be seen in major cities such as Dar es Salaam and Mwanza.

Severe punishment and torture from the police and other state apparatus. A number of people have been reported dead in prison not because of poor hygiene or lack of balanced diet but because of getting heavy beatings from the police in charge of them. These people are stuck, flogged and humiliated in every possible way leading to health complications such as brain fracture and lung failure that eventually leads to the death of people thus human rights abuse in Tanzania.

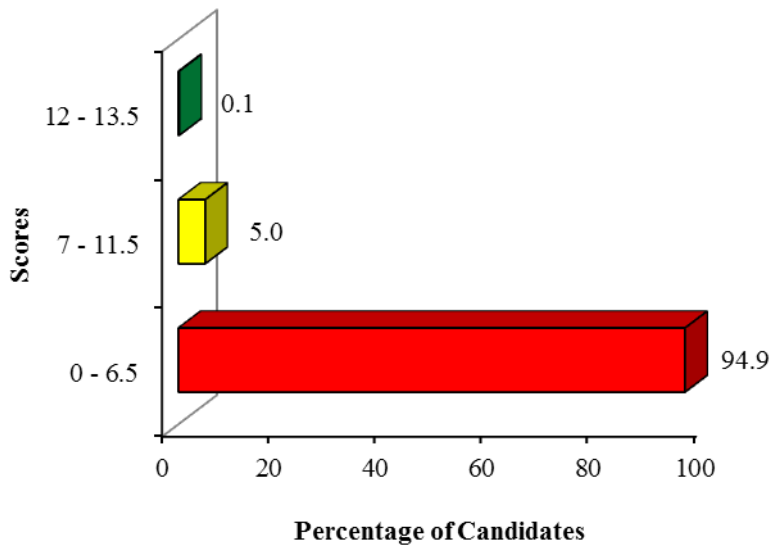
Misuse of powers by government officials.

5. Most of the government officials do a lot of corruption activities. The recent ones include that of Tegeta - ESCROW and IPA that led to the termination of various leaders to power in the government including the Honorable Anna Tibaijuka. Also leaders use their power and influence to oppress and undermine common citizens example the bus conductor was once murdered by Sitopile a government official for a minor misunderstanding thus human rights abuse. Therefore, to live in a peaceful society whereby there is political rest the government must enforce strict laws against those who violate other peoples rights, the government must too facilitate the close intervention of the non-governmental organizations such as TANWA and TANWA to fight for rights of women and children in the society. Also negative cultural practices such as female genital mutilation should be stopped.

Extract 5.2 is the sample of a good candidate's response who was able to assess how human rights abuse is experienced in Tanzania.

### 2.3.2 Question 6: Democratic Process and Practices

The question instructed the candidates to describe six major functions of Tanzania Commission for Human Rights and Good Governance. The question was attempted by 21,310 (34.0%) candidates and their performance was poor, as 94.9 percent scored from 0 to 6.5 marks, 5.0 percent scored from 7 to 11.5 marks and only a few (0.1%) scored from 12 to 13.5 marks out of the 20 allocated marks for this question. The candidates' performance is summarized in **Figure 6**.



**Figure 6: The candidates' performance in question 6**

The candidates who scored a 0 mark (7.5%) lacked knowledge of the functions of the Commission for Human Rights and Good Governance. One candidate for example, focused his/her discussion on the corruption prevention strategy by pointing *provision of mass education about corruption, enactment of strict laws against receiving or taking bribe and punish those who take bribe*. Such misleading arguments were hinged on the belief that the mandate of the Commission for Human Rights and Good Governance and those of the Prevention and Combating of Corruption Bureau (PCCB) were similar while in fact this is not the case. Other candidates explained the pillars of democracy which include; free and fair election, separation of power and multipartism. On the other hand, other candidates associated the functions of the Commission with those of the judiciary and the appointing authority of high ranking government officials. One candidate for example, stated that *it punishes criminals; appoint the Attorney General and Chief justice*. As a matter of fact, punishing law breakers and other criminals is the jurisdiction of the judiciary, the role of the Commission is to investigate and advise the government in all issues concerning human rights and good governance in Tanzania. Extract 6.1 is a sample of the response from the script of a candidate who failed to address the demands of the question.

### Extract 6.1

6. ~~Corr~~ Tanzania Commission for Human Rights and Good Governance (CHRGG) refers to the institution dealing with combating corruption in Tanzania. Corruption refers to the illegal use of public ~~res~~ officials for private gains. It includes two types which are petty corruption and grand corruption. Also there is different forms of corruption such as bribery, bureaucratic, graft, patronage, cronyism, nepotism, kickback and wholly allowance corruption.



6. The following are the major functions of the Tanzania Commission for Human Rights and Good Governance:

Provision of massive education about corruption; due to the presence of this institution dealing with corruption, it has been played a role of provide education to the majority on the effects of corruption such as getting unqualified personnels.

To prevent and combat of corruption, this institution have been given a responsibility of prevent taking of corruption and combating in order to reduce the effects caused by corruption.

Introduction of anti-corruption dealing with corruption; also this is the one of the function of Tanzania Commission of Human rights and Good Governance. This institution was established after knowing that there are many sectors which have been affected by corruption, such as police, health sector, judiciary and others.

Promotion of campaign about corruption; this institution was established for the purpose of combating corruption. Where by the workers move were moving across different villages for campaign about corruption. Therefore by doing so it will help to reduce the rate of corruption in Tanzania.

To receive problems concerning with corruption. The Commission of Human rights has got a responsibility of receiving problems based on.

Extract 6.1 is a sample of the response of a candidate who went astray by associating the functions of the Tanzania Commission for Human Rights and Good Governance with those of the Prevention and Combating of Corruption Bureau.

Likewise, the majority (87.4%) of the candidates had scores ranging from 1 to 6.5 marks, a score bracket which is indicative of superficial knowledge of the functions of the Commission for Human Rights and Good Governance. The responses of candidates in this category were characterised by a mixture of correct and incorrect responses, lack of elaborations of the points, failure to observe essay writing skills and repetitions of some points. One of the candidates for example, argued that among the functions of the Commission is *to provide humanitarian assistance to the refugees, orphans and victims of hunger, provide basic social service to citizens and provide accessible scholarships to girls*. Such a candidate probably associated the functions of the United Nations High Commission for Refugees and the functions of the Commission for Human rights and Good Governance in Tanzania.

However, some few (5.0%) candidates had a relatively adequate knowledge of the functions of the Commission for Human rights and Good Governance by scoring from 7 to 11.5 marks. They provided some relevant points on the major functions of the Tanzania Commission for Human Rights and Good Governance such as provision of education to the public on human rights; provides alternative dispute resolution, advises the government on the issues related to human rights and handles people complaints on issues of human rights. However, they could not score higher marks because of repetition of some points and inadequate elaborations for some of the points.

On the other hand, very few (0.1%) candidates scored from 12 to 13.5 marks after providing relevant background information on the Tanzania Commission for Human Rights and Good Governance and explaining the functions of the Commission such as handling individual complaints concerning the violation of human rights, educating the public on human rights, overseeing the supervision of democratic processes, providing mediation and conciliation and advising the government and other public organs on human rights. The candidates also observed essay writing rules including coherent English sentences and good organization skills. On the whole, such a good performance by a small number of candidates (0.1%) is the testimony that a lot needs to be done by teachers to promote students' awareness on such an important organ which deals with the protection and promotion of human rights in Tanzania. Extract 6:2 Illustrates this case.

## Extract 6.2

6. Tanzania Commission for Human Rights and Good Governance; This was an organization which was established so as to make sure that there is respect respecting of human right and fight against all factors that may leads to the violation of human right intern of groups or individually. This organization was established in 2007.

The following are major six functions of the Tanzania Commission for Human Right and Good Governance. This are as follows:-

To receive and handle the complains that are given about violation of human right; This organization makes sure that all complains that are arisen in the country on violation of human right are well listened and handled as well as the fast step is taken to make sure that kind of violation as will be no longer exist. Example it can be complain about discrimination of women and childrens.

To provide advice to the government; This also is among the function of this organization since once there is violation of human right in the country this organization advice the government on what to be taken so as to make sure that there will be equality among people in the country. Example this commission may advice the government to make law towards those who will violate human right so that they will be punished severely to be example.

To provide mediation on human right; Is that Tanzania Commission for Human Rights and Good Governance insure that every one respect and uphold the rights that are given by the state and make sure that once someone violet the human right are being reporting quickly to the responsible organ for action to take place.

6. To enhance development of its own; Also Tanzania Commission for Human Right and Good Governance inhance that it develop well so as to make sure that there will be no violation of human right instead there is peacefull in the country and everyone enjoy the right of being a citizen of a such particular country without and segregation and discrimination

To educate the government; Also Tanzania Commission of Human Right and Good Governance provides education to the government about human right so that to make sure that everyone in the country no know well his/her right as citizen on that particular country. Example people should know their right such as right to live, right to worship as well as right to get education then after knowing that is where everyone know how his/her right being given and how disobeyed. So this is the function of this organization only and noth otherwise

To listening individual complains on his/her violation; Also this organization is responsible to listening individual complaints once there is the occurrence of violation of his/her right and hence this create more awareness for individual to knowing well on the ways on which his/her right being violated hence without problems his/her complaining will be accepted by this Commission and action will be taken.

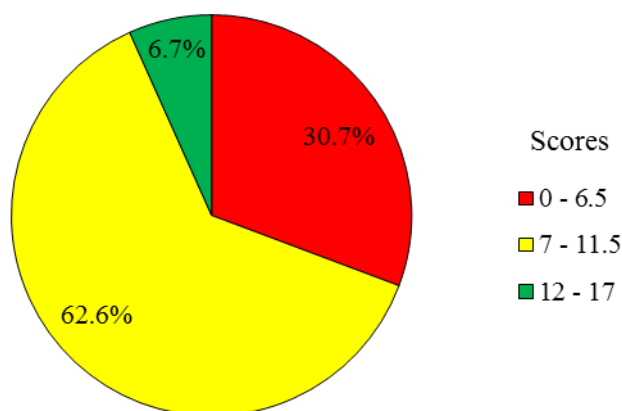
Generally; The Tanzania commission of Human right and Good Governance perform the wide chance on enabling most of citizen together with leaders to know their right as human and how to escape from violating them as well as what to do if it happens that our right have been violating.

Extract 6:2 is a sample of a relatively good response of a candidate who described the major functions of the Tanzania Commission for Human Rights and Good Governance.

## 2.4 SECTION D

### 2.4.1 Question 7: Science and Technology in Development

The question instructed the candidates to analyse six major contributions of science and technology in a developing country like Tanzania. This question was popular to many candidates as 60,965 (97.2%) of them attempted and the performance was good with 69.3 percent scoring from 7 to 17 marks, 30.7 percent scored from 0 to 6.5 marks, of which only 0.5 percent scored a 0 mark. The candidates' performance is summarized in **Figure 7**.



**Figure 7: The candidates' performance in question 7**

The candidates who scored from 12 to 17 marks (6.7%) were able to interpret and identify the demands of the question by defining science and technology in the introduction part and analyse the major contributions of science and technology in a developing country like Tanzania such as improvement of social services, improvement of information technology, improvement of the infrastructure, development of agriculture, proper utilization of natural resources and development of local industries. Besides that, the candidates were able to demonstrate a good flow of ideas with relevant examples to show the contribution of science and technology in various aspects of development of the country. Extract 7.1 is a sample of a relevant response from the script of a candidate.

### Extract 7.1

7. Science and technology refer to knowledge, skills and ideas which are naturally generated to human-being in order to innovate and develop various scientific experiments for the development of the society. Science and technology are inseparable things because they work together. Development of science and technology in the world has influenced to several development in terms of economy, social and politics. In Tanzania science and technology the following major contributions:-

Improvement of infrastructures. Science and technology has led to improvement of infrastructures like roads, railways, airports and harbours. Due to innovation of new modern tools which are used in construction of roads and railways, science and technology in Tanzania has improved infrastructure. For instance nowadays due to development of science and technology there is strong and quality roads and bridges a good example Kigamboni bridge.

Development of agriculture. Science and technology contribute to the development of agriculture due to modern tools used. For instance in developing countries like Tanzania agriculture sector have been improved due to the use of fertilizers, machines like harvest machine, tractors and irrigation machine. All these modern farming methods came as the result of science and technology.

Simplification of work. Science and technology in developing countries like Tanzania has contributed to simplification of work through innovation of machines like computer which replaced the human labour and reduced the time of performing a work.

7.	For instance ATM machine has simplified the work of counting money in financial institution like Banks.
	Improvement of social services. In Tanzania social services like hospital and schools has been improved due to development of science and technology. For instance in hospitals there use of new modern instruments like X-rays, ultra sound and other tools. In schools also there use of projectors, television and computers for learning process, therefore this influenced development of social services in developing countries like Tanzania.
	Proper utilization of natural resources. Due to science and technology natural resources are utilized properly. For instance extraction of gold and diamond in shinyanga specifically Kahama and Mwadui is performed properly because of the presence of new modern machines like underground catapillers. Also due to science and technology Tanzania benefit gas from Mtwara which generate power and fuel in Dar es-salaam.
	Development of Local industries. Local industries developed due to science and technology. For instance in Tanzania local industries like cloth-making industries such as Mwatex and Mutex are developed due to science and technology. Also science and technology has increased the number of industries in Tanzania.
	Therefore, science and technology not only contribute positively in a country but also negatively. For instance science and technology undermine culture especially local one and led to unemployment.

Extract 7.1 is a sample of a response of a candidate who was able to analyse the major contributions of science and technology in a developing country like Tanzania.

Likewise, a sizable number of candidates (62.6%) had average performance by scoring from 7 to 11.5 marks. Such a performance is an indication of a

relatively adequate knowledge of the topic on Science and Technology in Development. However, they could not score higher marks because of inadequate elaborations and irrelevant examples of the contributions of science and technology in the developing country like Tanzania. Moreover, repetitions of some points also adversely affected their performance. One of the candidates for example, suggested improvement of social services in one of the paragraphs and then in the next one suggested presence of health services.

Moreover, the responses of the candidates who scored from 1 to 6.5 marks (30.7%) were characterized by lack of focus on the demands of the question and superficial elaborations of the few correct points. In addition to that, repetition of points was another defining feature of the candidates' responses, as one of the candidates for example, pointed out improvement of the social services like education in one paragraph and in the next he cited improvement of hospitals and water supply. Such repetitions adversely affected the candidates' performance. Similarly, inadequate English language skills also undermined the candidates' ability to comprehensively put across their arguments.

On the other hand, the few (0.5%) candidates who scored a 0 mark misinterpreted the demands of the question by providing a diversity of irrelevant responses such as measures of improving science and technology in Tanzania like presence of skilled labourers, presence of funds, availability of chances to study abroad and good privatization policy. Other candidates pointed out the negative effects of science and technology such as moral decay, environmental pollution, unemployment and laziness. Similarly, another candidate discussed how Tanzania can transfer technology from other countries as *through training people abroad, privatization and investment, turnkey operations, through licensing and industrial espionage*. Some of the candidates' responses showed a modicum of knowledge of the topic on Science and Technology but failed to focus on the demands of the question. Other notable weaknesses were inadequate English language skills and inability to observe essay writing rules. Extract 7.2 is a sample of an irrelevant response from one of the scripts of a candidate.



## Extract 7.2

07. Technological transfer is the situation of transferring knowledge and ideas from one country to another country through domestic or international technological transfer. And the follows are the major contribution of science and technology in developing countries like Tanzania.

Through training people abroad; Example Training people abroad for the issue of gases due to that can lead to develop and expand the science and technology within our country.

Through privatization and Investment; Example People from outside of the country can be involved in agricultural and industrial sectors due to that many workers can acquire of others how to operate machine, and how to manufacture goods.

Through turn key operation; Example in physical construction of infrastructure many workers can operate different modernization machine which can help to simplify their work, due to this can lead to develop in the issue of science and technology.

Through licensing; Example the TRA during to the process of Road and off Roaded the goods from the abroad can acquire different status on how goods or products can be used and what the effect of this products to human being like lotion.

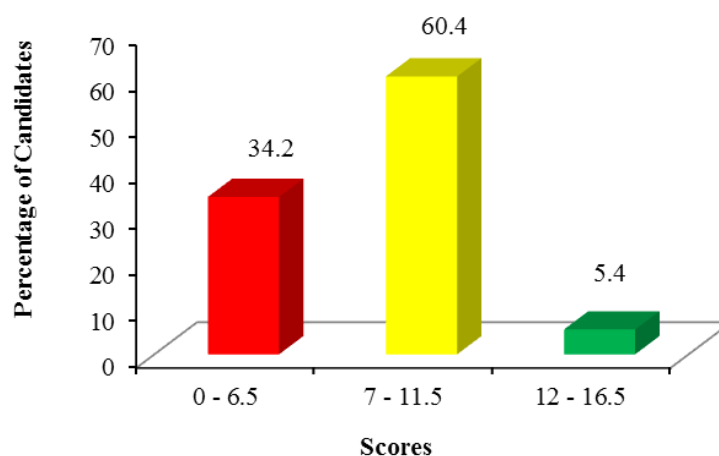
Through Industrial espionage; Example the Bhattara Company can employed the professional people from abroad who worked in chemical laboratory during the production of soft drink like soda and water, due to that many native can be acquired.

07.	Through Importing foreign expertise Example in - Muhimbili Hospital and Bugando can Import the - professional people from abroad to prepare the - scanning machine.
	There fore apart from this major Contribution of sciences and technology from abroad they have effect like Unemployment, environment degradation - Destruction of our culture and to spread diseases.

Extract 7.2 is the sample of a response from a script of a candidate who went astray by discussing means through which science and technology can be transferred from one country to another.

#### 2.4.2 Question 8: Contemporary /Cross cutting issues-Environmental issues

The question instructed the candidates to demonstrate six precautionary measures that Tanzania can adopt to overcome drought. The question was attempted by 46,270 (73.8%) candidates whose performance was good as 60.4 percent scored from 7 to 11.5 marks, 5.4 percent scored from 12 to 16.5 marks, 34.2 percent scored from 0 to 6.5 marks, of which only 0.3 percent scored a 0 mark. The candidates' performance is summarized in **Figure 8**.



**Figure 8: The candidates' performance in question 8**

The candidates who were more focused in addressing the demands of the question were few (5.4%) and their scores ranged from 12 to 16.5 marks. They suggested precautionary measures that can be adopted to overcome drought in Tanzania such as promotion of the irrigation systems, the government to enforce the existing regulations and laws, afforestation and reforestation programmes, massive education to pastoral communities on the importance of reducing number of livestock, alternative sources of energy and growing food crops that can sustain short rainy seasons. Besides that, these candidates demonstrated ability to coherently present their arguments with good organizational skills in their essays. Nevertheless, they could not score all the 20 marks because of repetitions and inadequate elaborations of some points. Extract 8.1 is an illustration of a candidate's good response to this question.

### Extract 8.1

8.1 Drought refers to a natural disaster which results from extreme dryness of the land surface. Drought makes the land to be dry hence unable to support plant growth. This leads to food shortage hence famine. This situation deteriorates the land and makes it unproductive. The precautionary measures that Tanzania can adopt to overcome drought are as follows.

Afforestation and reforestation. These processes involves the planting of trees. Trees are very essential in the environment since they are source of rain due to evapotranspiration processes. This will facilitate precipitation thus enabling to keep the land saturated with water hence avoiding drought conditions and promote crops and food cultivation

Mass environmental education should be provided so as to promote awareness on environmental conservation. The knowledge on environmental conservation will help the people in the country to conserve the environment and avoid unnecessary cutting down of trees which results to drought conditions in the country. This education will give them environ-

8. mental conservation skills such as the use of proper farming methods and proper waste management in the environment.

Putting emphasis on the use of alternative sources of energy instead of only depending on fuel wood and charcoal. The other alternative energy sources are such as solar energy and hydro electric power energy. This will reduce dependence on charcoal which results from cutting down of trees hence drought. The excessive dependency on forest resources results to cutting down of trees hence causing drought. Therefore such uses should be reduced.

Establishment of irrigation schemes. This is through construction of dams whereby by this there will be frequent supply of water to facilitate in making the environment saturated with water all the time. This will help to reduce the danger of occurring of drought in the country. Constant supply of water helps to keep the environment free from the occurrence of drought.

Population control measures. When an area is overpopulated by people, they tend to clear the land for settlements. This results to cutting down of trees and therefore leading to drought conditions. Therefore population control policies should be formulated so as to control the occurrence of rapid population growth leading to pressure for land causing environmental destructions and causing drought.

Proper farming methods. Proper farming

8. methods should be used so as to avoid the occurrence of land degradation. Land degradation results to drought hence proper farming methods such as crop rotation and contour ploughing should be use and also use of organic manure. This will help to reduce the effects of occurring land degradation resulting to drought. Drought can therefore be controlled if at all proper methods of farming are used and the people are provided with the knowledge of environmental conservation. Drought results to food shortage thus causing social miseries in the country such as malnutrition among the people leading to low labour force to participate in production activities.

Extract 8.1 is the sample of a response from a script of a candidate who was able to point out relevant points such as afforestation and reforestation programmes, destocking and alternative source of energy,

Moreover, (60.4%) of the candidates performed averagely by scoring from 7 to 11.5 marks. They could not score higher marks because of inadequate elaborations and repetitions of some points. One of the candidates, for example, suggested restriction of deforestation as one of the precautionary measures that Tanzania can adopt to overcome drought and in the next paragraph he/she pointed out encouragement of afforestation. Besides that, some of them were not able to provide plausible definitions of drought in the introduction part of their essays.

On the other hand, the candidates whose scores ranged from 1 to 6.5 marks did not have adequate knowledge of the subject matter. They provided sketchy responses which were characterised by a mixture of correct and incorrect responses and repetition of some points. One candidate for example, discussed about reafforestation in one paragraph and afforestation in the next paragraph. Another equally repetitive point was avoiding overutilization of natural resources such as forests and avoiding deforestation. Last but not

least, some of the candidates could not provide plausible introductions and conclusion.

The few (0.3%) candidates who scored a 0 mark lacked knowledge of the subject matter and consequently deviated from the focus of the question's demands. One of the candidates for example, explained how to eradicate poverty as *provision of employment to the people, provision of education, investment, establishment of industries, fighting against corruption and the local government should encourage the citizens to work hard*. Another candidate went astray by defining drought as *a situation whereby the country lack the basic needs like food, shelter and clothes*. In the main body, the candidate pointed out *to provide loans, to provide business education, enhance market, to reduce tax, to provide employment opportunity and give support to entrepreneurs*. Besides that, some of the candidates in this category failed to organize their points in an essay format and could not write coherent English sentences. Extract 8.2 is a sample of an irrelevant response.

#### Extract 8.2

81	Drought is the situation where by countries lack the basic need like foods, shelter and clothes. this problem can controlled by taken the precautionary the following measure in Tanzania for adopt to overcome by this ways:-
	To provide the loans, the Tanzania government should be taken this measure in order to overcome the drought because citizen after getting the loans he or she know what is done to solve this problem.
	To provide the bussiness education, Also the Tanzania should be taken this measure by provide government different bussiness education the aim to overcome drought Example by establishment the SACCOS.
	To enhance market, After give the loans the citizen know which work is done so the Government taken the measure to enhance market for buying and selling their good for not eradicate drought.
	To reduce the tax, is the another precautionary measures that Tanzania Can adopt to overcome drought because is

the tax has a high value the trader can loose the mode of selling goods and this way can lead the drought in Tanzania, so the government should be reduce tax.

To provide employment opportunity; Also The government should be give the chance of employment in order to eradicate the drought because if every person has a work this way lead good development and this way ~~can~~ reduce drought.

Tanzania government give supporter for underpinners, by giving support those who have low capital Example food trader this measure help to reduce and eradicate drought in Tanzania country.

Government should be ensure that every person has a acceptable work the aim to increase production and to eradicate by combating the question of drought.

Extract 8.2 is the sample of an irrelevant response of a candidate who defined drought as lack of basic needs such as food, shelter and clothing. The candidate suggested provision of loans, employment opportunity and reductions of taxes.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

An analysis of the candidates' performance in each topic for the ACSEE 2017 General Studies subject indicates that two topics had good performance, one average and three had weak. The topics which had good performance were; *Science and Technology in Development* for question 7 ranking first with 69.30 percent of the candidates who scored an average of 35 marks and above and *Contemporary/Cross Cutting issues* for question 8 ranked second (65.80%). Likewise, the topic in which the candidates had an average performance was *International Affairs* (36.95%) for question 3 & 4.



On the other hand, the topics with weak candidates' performance were; *Philosophy* (6.6%) for question 1, *Democratic Process and Practise* (15.80%) in question 5 & 6 and *Life skills* (32.10%) in question 2. The candidates' performance is summarized in the appendix.

Comparative analysis of the candidates' performance in ACSEE 2016 and ACSEE 2017 indicate that the candidates' performance in the topics of *Science and Technology in Development and Contemporary/Cross cutting issues* was good in the two consecutive years, though in ACSEE 2017 the quality of performance in the said topics slightly declined (*see the attached appendix*). On the other hand, the topic on *International Affairs* had average candidates' performance for two consecutive years, while in the topic of *Philosophy and Religion, Democratic Process and Practise and Life Skills* for two consecutive years had been weak.

## **4.0 CONCLUSION AND RECOMMENDATIONS**

### **4.1 CONCLUSION**

The performance of candidates in ACSEE 2017 General Studies was good as 63.70 percent of the candidates passed, though it declined by 7.54 percent when compared with the ACSEE 2016 performance. The candidates had adequate knowledge and skills in the respective topics from which the questions were derived. However, evidence from the analysis of the candidates' responses in various questions indicates lack of an in-depth knowledge of some topics such as *Philosophy, Democratic Process and Practices and Life Skills*. Another equally serious problem was inability of some candidates to interpret the questions, aggravated by inadequate English language skills.

Weak candidates' performance in the aforesaid topics has been observed for two consecutive years in the ACSEE (2016 & 2017). The downward trends of the candidates' performance for the two years suggest that teachers should re-think their teaching and learning strategies of the challenging topics. This can be effectively done by employing a variety of techniques such as inviting guest speakers and study visits to promote students' interest in the subject.

## 4.2 RECOMMENDATIONS

In order to improve the performance of the prospective candidates in this subject, the following should be considered:

- (a) Teachers should administer regular tests and examinations of acceptable standards in line with the syllabus and the National Examinations' format so as to reinforce students' knowledge of the topics in which the candidates' performance was poor. Such topics include; *Philosophy, Democratic Process and Practices and Life skills*.
- (b) Teachers should pay more attention to teaching and learning strategies suggested in the syllabus, particularly for the topics in which the candidates' performance was poor.
- (c) The Ministry of Education, Science and Technology and other educational stakeholders should organize seminars and workshops for General Studies teachers in order to improve their skills and knowledge in the subject.
- (d) A special English language improvement program be initiated by the Ministry of Education, Science and Technology or the schools management to improve English language competency of the students.
- (e) Teachers should encourage students to read extensively a variety of textbooks, journals and newspapers instead of memorising notes provided in the classroom.
- (f) The Ministry of Education, Science and Technology or the concerned institution should supply schools with teaching and learning materials (books, academic video and films) so as to improve the quality of teaching General Studies in schools.

## Appendix

### COMPARISON OF CANDIDATES' PERFORMANCE IN EACH TOPIC FOR ACSEE 2016 AND ACSEE 2017

S/n	Topic	ACSEE 2016			ACSEE 2017		
		Number of questions	The percentage of candidates who scored an average of 35 and above	Remarks	Number of questions	The percentage of candidates who scored an average of 35 and above	Remarks
1	Contemporary /crosscutting issues- Environmental issues.	1	77.20	Good	1	65.80	Good
2	Science and Technology in Development	1	72.50	Good	1	69.30	Good
3	International Affairs	2	57.15	Average	2	36.95	Average
4	Life skills	1	29.80	Weak	1	32.10	Weak
5	Democratic Process and Practice	2	23.10	Weak	2	15.80	Weak
6	Religion	1	0.80	Weak			
7	Philosophy				1	6.6	Weak

